

EDUCATION AND SUSTAINABLE DEVELOPMENT IN THE CONTEXT OF CRISES

International Case Studies of Transformational Change



EDITED BY

Iryna Kushnir • Krishan Sood
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INVESTOR IN PEOPLE

This book is dedicated to the people who live in war zones and suffer from the injustice inflicted upon them. Our thoughts are with them.

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List of Abbreviations and Acronyms

AEIC	AUIS Entrepreneurship and Innovation Centre
APP	Academic Preparatory Programme
AUIS	American University of Iraq, Sulaimani
CACHE	AUIS Center for Archaeology and Cultural Heritage
CGDS	The Center for Gender and Development Studies
ESDC	Education for Sustainable Development Committee
ESG	Environment, Society and Governance
ESSP	Education Sector Strategic Plan
IRIS	AUIS Institute of Regional and International Studies
ISS	International Social Science
K-SDGs	Korean Sustainable Development Goals
MOECHE	Ministry of Education, Culture and Higher Education
NGO	Non-governmental Organisation
OECD	Organisation for Economic Co-operation and Development
P3L	Place, Problem, and Project
SCQF	Scottish Credit & Qualification Framework
SDG	Sustainable Development Goals
SCL	Student-Centred Learning
UNAI KOREA	United Nations Academic Impact Korea
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WOS	Web of Science

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About the Editors

Iryna Kushnir is an Associate Professor at the Nottingham Institute of Education at Nottingham Trent University. Prior to this, she held academic posts at the University of Edinburgh and the University of Sheffield. Her interdisciplinary research combines the following main areas: higher education policy and sociology, European integration and social justice. She is particularly interested, and has published widely, in the area of the higher education policy and politics of the European higher education area. Her interdisciplinary approach has led to empirical and theoretical contributions, which reveal how education policy, on one hand, and Europeanisation processes, on the other hand, are interrelated and mutually shape one another. A wider societal impact of her work is in co-establishing and co-developing the Ukrainian Education Research Association which has become the biggest national research association in Ukraine and a hub for education research and quality.

Krishan Sood is a Senior Lecturer at the Nottingham Institute of Education at Nottingham Trent University (NTU). He has held course leadership roles at NTU on MA Education and the Foundation Degree in Education Policy and Practice since joining NTU. He has leadership and management experience gained across different education sectors, industry and leadership. He started as a Science Teacher in Derbyshire secondary school. He has taught in four universities in England. Currently, he is the Course Leader for Foundation Degree in Education Policy and Practice at NTU. His expertise is in educational leadership for diversity, social justice and inclusion. His research interests and publications are in the areas of leadership and diversity management, English as additional language, gender, early years and leadership, initial teacher training and teaching and learning and has published nationally and internationally. A wider societal impact of his work is in fostering international partnerships with global universities like University of Pretoria and Jyväskylä, Finland, on researching early years/early childhood education that promotes equity among teachers, leaders, academics, students, parents and the wider community.

Miriam Sang-Ah Park is a Principal Lecturer (Internationalisation and External Partnership) at the School of Social Sciences at Nottingham Trent University, and a major part of her job entails connecting globally with higher education institutions across the world. She is also a research psychologist with a keen interest in topics such as psychological well-being and resilience across generations and

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Natasha Serret is a Senior Lecturer and Senior Fellow at the Nottingham Institute of Education at Nottingham Trent University. Previously, she held academic posts at King's College, London, as a post-doc researcher and senior research officer, working on several large international and national research projects. At the start of her career, she was a primary classroom teacher. Her scholarly research expertise focusses on enabling the pedagogical transformation of classroom teachers in assessment and cognition in science. Pedagogical transformation is embodied in her research in Assessment for Learning and Cognitive Acceleration through Science Education. Her recognised authority in primary science is evident in her long-standing active membership with the National Association for Science Education (ASE). Over the course of 25 years, she has been appointed to a number of roles including Co-chair of the International Committee (2022) and Co-editor of the ASE Guide to Primary Science Education (2018). She is currently the Editor for the ASE Science Teacher Education online hub. Across this work, she has forged purposeful engagement between classroom practice and educational research nationally and internationally. She serves to support communities of science practitioners and uses over-arching themes, such as sustainability in science education, to ensure that a global perspective is maintained in science teachers' articulation and reflection of their practice. As recognition of her work, she was awarded the ASE Special Service award for her contribution to science education in 2018.

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